

# "Filler-Up" with Premium Fuel

## Don't Run on Empty, Enjoy Regular Pit Stops

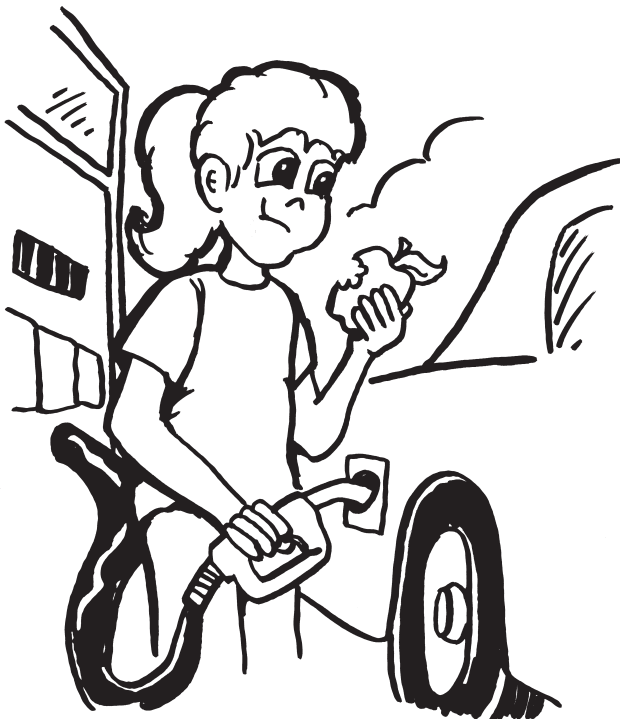
### *Lesson Overview*

**S**tudents begin this lesson by assessing their current eating behaviors and food choices. Students have the opportunity to investigate nutrition guidelines and recommendations and present what they learn to their class. Based on their assessment of current habits, they determine which areas they would like to improve to reach goals for good nutrition. Using goal-setting strategies based on the Stages of Change Model, students design personal nutrition plans, follow them, and self-monitor their progress.



### **Destination: Directing our choices toward wellness**

- Students will identify areas in their eating behaviors and food choices that need improvement.
- Students will learn recommended goals for good nutrition and be able to explain the rationale for nutrition recommendations.
- Students will create action plans to reach one or more goals based on their readiness to change.



### **Itinerary**

To take the "Shortcut" in 30 minutes, follow this route in class:

- Ignition (5 minutes)
- Driver's Ed (10-15 minutes)
- Test Drive (5-10 minutes, only do "Charting the Course")
- Take the Keys (5 minutes)

To take the "Standard Trip" in 40-50 minutes, follow this route:

- Ignition (5 minutes)
- Driver's Ed (15 minutes)
- Test Drive (time variable)
- Take the Keys (5 minutes)

To take the "Extended Trip" in 90 minutes or two class periods, follow this route, or complete two lessons:

- Learner's Permit (allow up to 10 minutes)
- Ignition (5 minutes)
- Driver's Ed (15-20 minutes)
- Test Drive (up to 60 minutes)
- Alternate Route (if used, substitute for part of time above)
- Take the Keys (5 minutes)
- Take the Wheel (10 or more minutes, just begin assignment)



## Packing for the Journey:

- Explain pre-class assignment and assign well in advance of class.
- Select "route" to take and activities and examples to use.
- Create overhead transparencies.
- Obtain visual aids, if desired.
- Obtain video(s) to view as alternate/additional activity.
- Copy student handouts to match your selected activities.
- Student Assessment
- Select follow-up activit(ies) for students to complete.



## Your Teaching Road Map . . .

### Give Students a Learner's Permit

Provide students with the pre-class assignment "Filler-Up with Premium Fuel: How are you filling your tank?" (pages 146-147). Students will also need their completed handouts from lessons 4 and 5 to simplify this self-assessment of their eating behaviors and food choices. If students did not previously keep a diet record, they will need to do so for this assignment. Students will need a Food Guide Pyramid handout (see resource list) as a reference for which foods belong in each group, how many servings are recommended, and what is a serving size.

If you want to complete this lesson in one class period, also provide copies of the handout: "Filler-Up with Premium Fuel: Don't Run on Empty, Enjoy Regular Pit Stops" (pages 148-149). Have students select, or assign students individually or in small groups, to investigate one of the nutrition topics listed and prepare a short (you select the number of minutes depending on class time available) oral presentation that includes the information listed on the sheet. Select the number of categories to investigate and present, based on the number of students in class and the time available for presenting. There are 14 topics listed, but many are interrelated. You might provide one good reference for each topic to get the students started. If you are doing a "shortcut" version of this lesson, you will not have time for elaborating on the nutrition goals beyond what was covered in previous lessons and this activity will be omitted. You also have the option to present the nutrition facts and guidelines yourself rather than have students investigate and present this information, or select a video that covers basic nutrition guidelines.

If teaching this lesson in an extended period, or two class periods, students can complete this assignment during class using a computer lab with Internet access. If you assign this to be done before class, provide access to computers for students who don't have them at home, or group students together so all groups have computer/Internet access.

# Put the Key in the Ignition:

## Do you need a change in how you fill your tank?



There is no such thing as a “perfect” diet. Many different eating styles and food choices can provide good nutrition. The principles of good nutrition that you have learned throughout school, such as the Food Guide Pyramid and the Dietary Guidelines for Americans, emphasize the basic goals of variety, balance, and moderation. A well-running human machine operates at peak performance when these guidelines are followed.

When one or more of these guidelines is *not* followed on a regular basis, long-term and short-term health problems can occur. In today’s class you will be taking a closer look at your personal nutrition habits and select one or more negative eating behaviors that are a stumbling block to your personal nutrition and health. You will decide what needs to be changed and how willing you are to change. We humans are much more likely to make changes that are *self-directed*, not those imposed on us by others.

**We will discuss the challenge of changing habits and behaviors, and *you* will determine how ready you are to change the behaviors you identified as problems for you. You will use that information to create your own personal nutrition plan tailored to your readiness to change.**

You should have come to class today with some of the handouts we used to assess our eating behaviors and food choices in earlier classes. Hopefully, these assessment tools helped you identify areas in which you have healthy habits as well as areas that could use improvement. The handout titled “How are you filling your tank?” had you summarize these assessments.

*Provide students with the handout “Filler-Up” with Premium Fuel: A Personal Plan for Change” (pages 150-151). Follow the instructions to complete the top section: “My personal nutrition potholes.” Students may have identified problem areas when they reviewed their “maintenance check list,” or if they indicated on their eating record that they frequently ate in response to something other than hunger, or if the amounts and types of foods they ate fell short of the recommendations of the Food Guide Pyramid in one or more food groups. They are not to list underweight or overweight as a personal nutrition pothole, but will use that assessment to select problem areas to focus on.*

*Option: If time allows, have students volunteer to share one of the problem areas they identified. Have classmates raise their hands if they identified the same problem area. If you plan to assign the presentation topics after this class, you could use this information to determine which topics are of the greatest interest to the class.*



## The Challenge of Change

### **Why do we eat the foods we do? Why do we eat in certain ways?**

We talked about the reasons before – we eat what tastes good to us and what tastes good to us are the foods we're familiar with, generally the foods we grew up with. To a large extent, the foods we eat are eaten out of habit.

### **Our food choices and behaviors are driven by the same reasons we do many things, out of habit. Eating is very habitual. Just how easily do we *change* our habits?**

*Select one of the following "experiments" to illustrate resistance to change:*

- *If students generally sit in the same seats each class, but are allowed to self select their seats, have them change seats with the following instructions:*

"You are allowed to sit anywhere in the room you'd like when you come to this class, but I've noticed that you sit in roughly the same place every time you come. You're sitting where you feel comfortable, right? Well, not for long. I want everyone to get up and move. Not just a seat or two, but move to an entirely different section in the room. And, you cannot sit next to someone you are currently sitting beside. Take everything with you, you will not return to your current seat. You have less than two minutes to do this and get settled. Go. (*Allow 2 minutes to change seats*)

Well, how does that new spot feel? Weird? Uncomfortable? Where do you think you will sit on \_\_\_\_\_ (next day of class) when you come to class? In this new spot? I doubt it. I will ask for a show of hands at the beginning of class on \_\_\_\_\_ how many students are sitting in this new spot instead of where you usually sit. If you succeed the first day, will you remember the next? I'll bet you'll be back to your old seat before long. Try to prove me wrong. Just remember what you learn from this challenge the next time you're tempted to complain about someone else who "just won't change!"

- *If students have assigned seats, have them change their seating posture with the following instructions:*

Notice how you are sitting. If you are sitting upright, slouch in your seat. If you are slouching, sit up tall. Are your feet flat on the floor, or are they crossed at the ankles or the knees? If they are crossed, put them flat on the floor. If they are flat on the floor, cross them. Now cross your arms how you do it naturally. Notice which arm is on top and which is underneath. Now, switch them. How does this feel? Weird? Uncomfortable? Do you think you could easily maintain this position for the rest of class without going back to how you were sitting before? See how long you can sit this way; see if you can stay this way for the next few minutes, then I'll ask you to check your positions.



**Change is uncomfortable, but change is good for us.** It forces our brains to work harder. It gives us a new perspective; it helps us think outside the box. Change increases our creativity. But, we rarely change without making a concerted effort to do so.

**Change comes from within, not from without.** Sometimes changes are forced on us, like making you sit differently, but that type of change is rarely permanent unless the force is continued.

**You have identified some potential problem areas in your eating behaviors and food choices. You will identify positive changes you could make to improve your personal nutrition. Will you make those changes? That is up to you.**

**First, we are going to determine where we are in our readiness to change.** The little test we're going to use is based on something called the "Stages of Change" model. For each of the problem areas you identified, you will decide whether you are *ready or not* to change a negative habit into a positive one. (overheads)

**The first stage is called "not thinking about change" ("precontemplation").** Until you had this assignment, you may not have even been aware of this habit as one needing changed, or if you were aware, weren't thinking about changing. Awareness of needing to change is your first step.

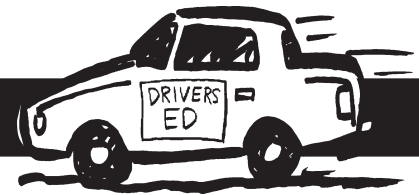
**The second stage is called "thinking about change" ("contemplation").** Although you know you might benefit from changing a behavior, your current habit is not one you're ready to change in the near future and the barriers to change are stronger than the motivators for changing. Your goal is to look for ways to reduce the barriers and increase the motivators, before taking further steps toward change.

**The third stage is "getting ready for change" ("preparation").** You haven't made any changes yet, but you plan to soon and you're looking for ideas of how to make changes.

**The fourth stage is "making the change" ("action").** You are actually taking steps to change your behavior. It isn't a new habit yet, but you're having success in making the change. You might be in this stage if the assessment activities you've done in other lessons have motivated you to try making changes.

**The fifth stage is "change becoming habit" ("maintenance").** It takes months before a change is "permanent." You won't be in this stage in those areas you identified as problems, but hopefully you will be successful in reaching this stage.

**You will determine how ready you are to change in each of the areas you identified.** Read the description of each stage and write the corresponding number in the blank provided next to the problem you listed. (*allow time to do*)



**Now you are to select one area to change.** Just one. You're welcome to do more, but only do one for this assignment.

**Many people fail to change because they try to do too much at once.** By concentrating on only one change, you increase your chances of success. **Some people can successfully change many things at once** and are more successful when they change in big ways. Only you can determine which way will work for you, one change or many changes. You are creating a *personal* nutrition plan; design it to work.

You may select any area you have listed, but if you **select the area with the highest readiness to change**, that will most likely be the easiest area in which to be successful. So, if you've already started making some changes in one area, that might be the best one to pick.

Another consideration is **which change will have the greatest impact on your overall nutrition and health**. That may not be the easiest area to change, but you will gain the greatest benefits.

You also assessed whether you are at a healthy weight. Consider **which changes will best help you achieve or maintain a healthy weight**.

**Describe your current behavior and write your behavior change goal** in the spaces at the bottom of the handout. Write your goal as what you eventually hope to achieve and make a lifelong habit. Next you will learn how to make that broad goal into an action goal. (*allow time to write goals*)

Now turn your paper over. On the reverse side of this handout are the strategies you will use to reach your goal based on your readiness to change. Where you begin your personal nutrition plan will depend on how ready you are to actually change your behavior. Let's look at what steps you will take depending on your readiness to change. (*Use overheads, students follow along on their handouts.*)

*In your discussion, compare "SMART" goals with vague, unrealistic ones:*

"I will drink more milk." (too vague) *becomes*

"I will drink milk at lunch every day at school." (specific and measurable)

"I will never skip breakfast again." (unrealistic) *becomes*

"I will eat breakfast three mornings this week." (achievable, but challenging if currently skipping breakfast most of the time. Success can be tracked)

***Have students check their sitting positions, if posture example used.***



## Students as Teachers

Before we create our personal nutrition plans, let's provide one another with the information we learned in our nutrition investigations and tell one another *why* we want to meet our goals and *how* we can get there. Take notes on everyone's presentations, but pay special attention to ones that are related to the goal you want to meet.

*Allow students to present for the length of time you designate. A brief overview of each topic can be presented in 3-4 minute presentations. If all 14 topics are presented, allow one entire class period for this activity.*

*Be prepared to correct misinformation or out-of-date information. Make sure students reference where their information came from. Point out when "facts" presented are actually "opinions."*

*If time does not allow, students can research their goals on their own and this activity can be omitted.*

## Charting my Course

Begin your personal nutrition plan by taking out a blank sheet of paper and completing steps 1 and 2 (on page 151) here in class. When you are finished, pair up with one other student and share what you wrote.

*If time allows, students may continue working on their plans. If not, it is part of their take home assignment.*



### Alternate Route




Select a video from the list of resources. This could replace the "Students as Teachers" activity.

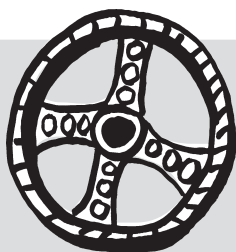
See the resource list for print materials that can be used for assessing dietary habits and setting goals for behavior change.



# Take the Keys



-  **Knowledge is power, power to take you where you want to go. You know what eating behaviors and food choices will help you reach wellness and which ones are preventing you from reaching that destination. But having that knowledge without action is only *potentially* powerful. Now is the time to take action!** What are some clichés that we use to say this? (“Practice what you preach.” “Walk your talk.” “Time for the tire to hit the street.” “Here’s where the rubber meets the road.” “Just Do It!”)
-  **You have determined how ready you are to take action and have selected areas you want to make changes in. You are ready to set goals and create a realistic action plan. You have learned how to visualize success and write SMART goals. What makes a goal SMART?** (*It is specific, measurable, achievable, relevant, and trackable.*)
-  **Changing is a challenge. It takes a conscientious effort, it does not come “naturally.”** I challenge you to experiment with making changes in addition to changing the behavior you selected to work on. Try brushing your teeth with the hand you don’t usually use. Try sleeping on the other side of your bed, or getting up on the “wrong” side. Eat with the opposite hand than you usually do. You’ll notice how much you have to think about what you’re doing and how much effort is needed. Changing in these little ways is actually healthy for our brains, it gives them a little work out by doing mindless tasks in a different way. **Get out of your ruts and on the road to wellness!** (use final overhead as a closing thought on this topic)



## Take the Wheel

Provide students with the take-home assignment: “Filler-Up with Premium Fuel: Don’t Run on Empty, Enjoy Regular Pit Stops” (page 152). Go over options. If time allows, begin assignment.



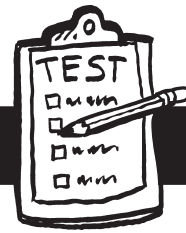
## Driver’s Test: “Filler-Up” with Premium Fuel

Answers to assessment:

1. d
2. b
3. d
4. a
5. c



# Driver's Test:



## "Filler-Up" with Premium Fuel

1. **Which of the following statements is true of our eating behaviors?**
  - a. eating behaviors are easily modified
  - b. eating behaviors are habits
  - c. eating behaviors are hard to change
  - d. both b and c
  
2. **Which of the following will increase our likelihood to change a behavior?**
  - a. the new behavior is very challenging
  - b. there are few barriers or obstacles to change
  - c. our current behavior has many benefits to us
  - d. someone tells us we need to change
  - e. all of the above
  
3. **What is the second stage in the five stages of readiness to change?**
  - a. change becoming a habit
  - b. making the change
  - c. getting ready for change
  - d. thinking about change
  
4. **In writing a "SMART" goal, the "M" stands for:**
  - a. measurable
  - b. memorable
  - c. modifiable
  - d. moderate
  
5. **How long does it take for most behavior changes to become a habit?**
  - a. one week
  - b. one month
  - c. 3-6 months
  - d. one year



## Your Spare Tire: Teacher Resources

### For further reading:

A good basic nutrition text, such as The American Dietetic Association's ***Complete Food and Nutrition Guide***, ©2002 by Roberta Larson Duyff, MS, RD, CFCS. <http://www.eatright.org>.

The full text of the Dietary Reference Intakes can be read online or can be ordered from the National Academy Press at <http://www.nap.edu>. New guidelines were released in 2002.

The complete 40 page booklet, ***Nutrition and Your Health: Dietary Guidelines for Americans***, 5<sup>th</sup> Edition, 2000, may be viewed and downloaded from <http://www.usda.gov/cnpp>.

### Web Sites:

**Food Guide Pyramid** <http://www.nal.usda.gov/fnic/Fpyr/pyramid>  
**Food and Nutrition Board, Inst of Medicine, National Academy of Science**  
(current Dietary Reference Intakes and other nutrition info) <http://www.iom.edu/IOM>  
**National Library of Medicine** <http://www.nlm.nih.gov/hinfo.html>  
**Food and Drug Administration** <http://www.cfsan.fda.gov/>  
**Dietary Guidelines for Americans** <http://www.nal.usda.gov/fnic/dga/index.html>  
**American Dietetic Association** <http://www.eatright.org>  
**American Heart Association** <http://www.americanheart.org>  
**International Food Information Council** <http://ificinfo.health.org>  
**Centers for Disease Control, Health Topics A to Z** <http://www.cdc.gov/health/>  
**Centers for Disease Control, CDC Wonder** (CDC reports and guidelines)  
<http://wonder.cdc.gov/>  
**National Center for Health Statistics** <http://www.cdc.gov/nchswww>  
**USDA Food & Nutrition Research Briefs** <http://www.nal.usda.gov/fnic/usda/fnrb/>  
**Healthy People 2010 and Healthfinder, Health Information Resources**  
<http://web.health.gov/healthypeople/>  
**National Institutes of Health, Health Information** <http://health.nih.gov/>  
**USDA Nutrient Composition of Foods** <http://www.nal.usda.gov/fnic/foodcomp/>

### Videos:

***Breakfast – Most Important Meal of the Day*** is a 21 minute video from Meridian Education Corporation, 2003. This is an enjoyable, well done video that tells the benefits of eating breakfast and gives breakfast ideas. [www.meridianeducational.com](http://www.meridianeducational.com)

***Beyond Nutrition: Eating for Life*** is a 22 minute video from the Learning Seed that discusses research linking the benefits of phytochemicals in reducing the risk of disease, 1999. [www.learningseed.com](http://www.learningseed.com)



## Your Spare Tire: Teacher Resources

***Diet and Weight Loss: Clearing the Confusion*** is a 22 minute video from Learning Seed that addresses common myths about diet and weight loss, 1999. [www.learningseed.com](http://www.learningseed.com)

***Nutrition for Teens*** is a 25 minute video from CEV Multimedia discussing the needs and challenges faced by adolescents today. The video comes with quizzes. [www.cev-inc.com](http://www.cev-inc.com)

***Diet and Weight Management*** is a 30 minute video from Meridian Education Corporation. It discusses common weight gain concerns, fad diets, eating disorders, and ways to eat a balanced diet and maintain a healthy weight. [www.meridianeducational.com](http://www.meridianeducational.com)

***Nutrition in the Fast Lane*** is a 29 minute video from CEV Multimedia about how our fast-paced lifestyle affects nutrition. The video comes with quizzes. [www.cev-inc.com](http://www.cev-inc.com)

***Eating for Life: The Nutrition Pyramid*** is a 22 minute video from the Learning Seed that gives a basic review of the Food Guide Pyramid, emphasizing that our "health span" is more important than our "life span," 1994. [www.learningseed.com](http://www.learningseed.com)

***The After School Cookbook*** is a 17 minute video from Meridian Education Corporation, 2001. This video provides some after school snack ideas. [www.meridianeducational.com](http://www.meridianeducational.com)

### Resources:

***Food Guide Pyramid*** Inexpensive posters and tear-off pads are available from the National Cattlemen's Beef Association at [www.beefnutrition.org](http://www.beefnutrition.org).

***"It's All About You"*** Also available at [www.beefnutrition.org](http://www.beefnutrition.org) is a downloadable version of this Dietary Guidelines Alliance publication. This resource has lots of reproducible handouts with guidelines for good eating and helpful tips.

***Think Your Drink*** Poster and Handouts  
Available from Dairy Council, [www.nationaldairycouncil.org](http://www.nationaldairycouncil.org) Many other nutrition education resources, such as "Power Up" handouts are also available at this site.

***Pyramid Plus: A Star-Studded Guide to Food Choices for Better Health*** contains 8 lesson plans, food charts, and posters. Available from the Oregon Dairy Council, [www.oregondairycouncil.org](http://www.oregondairycouncil.org)

***Your One and Only Body . . . Feed It Right!*** is a 7-step diet assessment tool for teens. Available from the Oregon Dairy Council, [www.oregondairycouncil.org](http://www.oregondairycouncil.org)

***Pyramid Explorer: Nutrition Adventures*** is a CD-rom for students through high school. Available from the Oregon Dairy Council, [www.oregondairycouncil.org](http://www.oregondairycouncil.org)

***Fuel for Success*** is a 4-page downloadable nutrition guide for teens available at <http://nutritionforkids.com>

# "Filler-Up" with Premium Fuel

## How are you filling your tank?

### Have You Ever Wondered . . .

How do my eating behaviors and food choices "measure up" to what is recommended?

How willing am I to make changes to improve my personal nutrition?

How can I make changes successfully and permanently?

### Let's Take a Look

In the lesson, "Check Under the Hood," you used a 15 point maintenance check list to see how well you optimized performance of your "vehicle." (We will look at points 2 – 8 again in this lesson.) You also determined if your weight is in a healthy range for your height, gender, and age. In the lesson, "On the Road Trip of Life," you were assigned to keep track of your "itinerary" for both your eating and activity for one full day. You analyzed what influenced your eating behaviors and food choices, both positive influences (motivators) and negative influences (barriers). Use these tools and records to determine those areas that you need to work on most to improve your personal nutrition.

### Reviewing my maintenance check list:

Check any area below that you identified as a problem on your maintenance check list. Next to the category, describe briefly how it is a problem for you. For example, for "Energy Level" you might write "I skip breakfast most days of the week."

- \_\_\_\_\_ Energy Level \_\_\_\_\_
- \_\_\_\_\_ Focused Eating \_\_\_\_\_
- \_\_\_\_\_ Variety \_\_\_\_\_
- \_\_\_\_\_ Nutrient Density \_\_\_\_\_
- \_\_\_\_\_ Fiber \_\_\_\_\_
- \_\_\_\_\_ Hydration \_\_\_\_\_
- \_\_\_\_\_ Bone Health \_\_\_\_\_

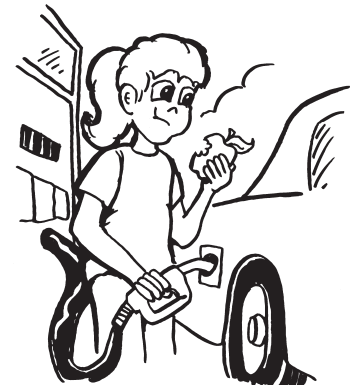
### Reviewing internal/external influences:

Look at the assessment you completed of your diet record: "What are your potholes?" Check those areas that are problems for you (*you* need to decide if any of the following are a problem for you based on how frequent or intense they are). On the blank describe how they are problems:

- \_\_\_\_\_ Eating for appetite rather than hunger \_\_\_\_\_
- \_\_\_\_\_ Eating in response to a mood \_\_\_\_\_
- \_\_\_\_\_ Eating just because food was there \_\_\_\_\_

Describe one motivator for healthy eating for you:

Describe one barrier to healthy eating for you:



# How are you filling your tank?

## Comparing my diet to the Food Guide Pyramid:

Look at the foods you listed on your diet record and fill them in on the Food Guide Pyramid below. Refer to the Food Guide Pyramid handout you were provided with to determine how many servings you ate in each group. For the fats/sweets category, each time you ate something high in fat or sugar, count it as one serving.

**Fats & Sweets (use sparingly)**  
I ate \_\_\_\_\_

**Milk (3-4 servings)**  
I ate \_\_\_\_\_

**Meat (2-3 servings)**  
I ate \_\_\_\_\_

**Vegetables (3-5 servings)**  
I ate \_\_\_\_\_

**Fruit (2-4 servings)**  
I ate \_\_\_\_\_

**Breads & Cereals (6-11 servings)**  
I ate \_\_\_\_\_

## Assessing my weight to help make a personal nutrition plan:

Check the statement below that best describes your weight.

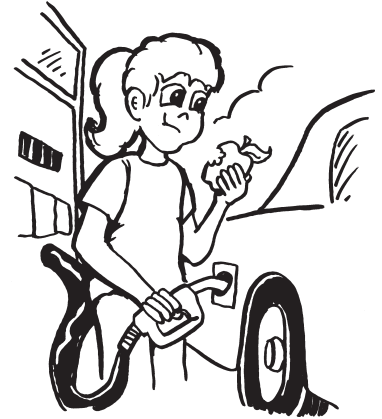
- \_\_\_\_\_ **Healthy weight:** I am at a healthy weight for my height, gender, and age. My BMI is between the 5% and 85% percentiles, my waist circumference is healthy, and I do not have any medical risk factors. If my BMI is <5%, it is because I am naturally thin, but I eat well and am physically fit. If my BMI is >85%, it is because I am heavier due to increased muscle. If not, my waist circumference is healthy, and I do not have any medical risk factors. I eat well and am physically fit. My goal is weight maintenance. I need to balance calories in with calories out.
- \_\_\_\_\_ **Underweight:** I am underweight for my height, gender, and age. My BMI is <5% percentile. It is difficult for me to gain weight. My goal is to gradually gain weight and build muscle tone and fitness. I need to increase portions and calories.
- \_\_\_\_\_ **Overweight:** I am overweight for my height, gender, and age. My BMI is >95% percentile, or between the 85% and 95% percentile with a larger waist circumference and/or 1 or more medical risk factors. I have trouble not gaining too much weight. If I am done growing, my goal is gradual weight loss and/or improved fitness. If I am still growing, my goal is a slower rate of gain or weight maintenance. I need to reduce portions and calories to prevent excess weight gain.

# "Filler-Up" with Premium Fuel

## Don't Run on Empty, Enjoy Regular Pit Stops

Investigate one of the following nutrition topics and prepare a short presentation for your class to share what you learn. A potential title is given, but you are free to think of your own. Answer the questions on the reverse side to prepare the outline and content of your presentation. A list of web sites is provided to assist you in your research. In addition to these sites, use a search engine, appropriate key words, and your skills at navigating Internet web sites to find credible information.

- ☐ **Jump Start your Day – Begin with Breakfast**  
(the importance of breakfast)
- ☐ **Make the Most of your Mid-Day Pit Stop**  
(compare healthy and less-healthy lunch options in/out of school)
- ☐ **Snack Smart**  
(snacking smart can provide needed energy and nutrition)
- ☐ **Don't Run on Empty – Watch your Fuel Gauge**  
(the importance of responding to internal hunger and satiety cues)
- ☐ **Be Size Wise**  
(how increasing portion sizes influence caloric intake)
- ☐ **Don't let Fast Food Slow You Down**  
(compare healthy and less-healthy choices from fast food restaurants)
- ☐ **Park it at the Table**  
(how making eating an event, especially with others, is better than eating while engaged in other activities)
- ☐ **Variety is Vital**  
(the importance of eating different foods from *all* food groups on the Pyramid)
- ☐ **High 5 for Health**  
(the importance of eating 5-9 fruits and vegetables daily)
- ☐ **Use Premium Fuel**  
(importance of getting the right balance/kinds of protein, carbohydrate, and fat)
- ☐ **Make your Calories Count**  
(the importance of eating more nutrient-dense foods and less calorie-dense foods, why moderation is important)
- ☐ **Fill up with Fiber**  
(the benefits of getting plenty of fiber-rich foods)
- ☐ **Rethink your Drink**  
(beverage choices make a big difference in calories and nutrition)
- ☐ **Increase the Life of your Chassis – Feed Your Bones**  
(the importance of calcium)



# Don't Run on Empty, Enjoy Regular Pit Stops

**Title/topic:** \_\_\_\_\_

**What are the recommendations, goals, or guidelines? Who made them?**

**Why is following these guidelines important? How will following these recommendations improve your personal nutrition and health now and in the future?** Motivate your fellow classmates to follow these guidelines for good nutrition!

**State the problem.** (How common is it for people *not* to meet these guidelines? What are the consequences of not practicing the recommended behaviors? What are the reasons people have for not following the guidelines?)

**Describe one or more practical tips for following these recommendations.** These ideas should be something you and your fellow classmates could realistically do on a regular basis.

**Plan to use a visual aid or example to illustrate one or more of your points.**

## Web sites:

Food Guide Pyramid  
<http://www.nal.usda.gov/fnic/Fpyr/pyramid>

Food and Nutrition Board, Inst of Medicine,  
National Academy of Science  
<http://www.iom.edu/IOM>

National Library of Medicine  
<http://www.nlm.nih.gov/hinfo.html>

Food and Drug Administration  
<http://www.cfsan.fda.gov/>

Dietary Guidelines for Americans  
<http://www.nal.usda.gov/fnic/dga/index.html>

American Dietetic Association  
<http://www.eatright.org>

American Heart Association  
<http://www.americanheart.org>

International Food Information Council  
<http://ificinfo.health.org>

Centers for Disease Control, Health Topics A to Z  
<http://www.cdc.gov/health/>

Centers for Disease Control, CDC Wonder  
(CDC reports and guidelines)  
<http://wonder.cdc.gov/>

National Center for Health Statistics  
<http://www.cdc.gov/nchswww>

USDA Food & Nutrition Research Briefs  
<http://www.nal.usda.gov/fnic/usda/fnr/b/>

Healthy People 2010 and Healthfinder,  
Health Information Resources  
<http://web.health.gov/healthypeople/>

National Institutes of Health,  
Health Information  
<http://health.nih.gov/>

USDA Nutrient Composition of Foods  
<http://www.nal.usda.gov/fnic/foodcomp/>



# "Filler-Up" with Premium Fuel

## A Personal Plan for Change

### My personal nutrition "potholes":

List below at least one, but not more than five, potential areas for improvement that you identified when you assessed your personal eating habits and food choices. If you identified more than five, list the five you believe are the most important to change.

		Readiness to change
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

### Ready? Or, not?

Read the descriptions of each of the stages of "readiness to change" below. Determine which one describes your readiness to change each of the behaviors you described as problems for you. At the end of each line above, write the number that corresponds to your readiness to change in that area.

**Stage 1: "Not thinking about change"**

Not aware of a need to change, or aware but not planning on changing.

**Stage 2: "Thinking about change"**

Aware of need for change and thinking about making a change within the next 6 months. Currently, barriers to change are stronger than motivators for change.

**Stage 3: "Getting ready for change"**

Haven't made any changes yet, but am motivated to take steps to change within the next 30 days.

**Stage 4: "Making the change"**

Currently taking steps to change this behavior, but have been practicing this new behavior less than 6 months.

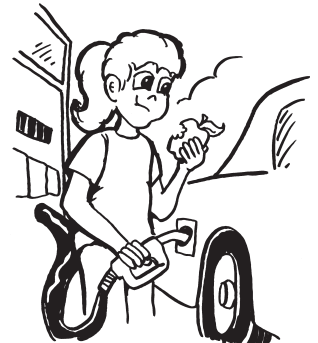
**Stage 5: "Change becoming habit"**

This is my current behavior and has been for 6 months or longer.

**Area for Improvement:** \_\_\_\_\_

**What I do now (current behavior):**

**A healthier way (behavior change goal):**



# A Personal Plan for Change

## Meeting Your Goal — Action Steps based on Readiness to Change:

Create *your* own personal nutrition plan to meet the goal you selected. Start at the stage you identified on the reverse side. Use blank paper to write your plan on, using the guide below.

### Stages 1 and 2: Increase Awareness and Motivation

If your readiness to change the behavior you chose is stage 1 or 2, follow these steps to move you to the next level, and then proceed until you reach stage 5:

1. Imagine a friend or family member was told by his or her doctor to adopt this new behavior. What advantages of this behavior would you highlight to motivate them? (List at least three.) What one benefit of this new behavior would motivate YOU the most?
2. What are some things that might get in the way of your efforts to implement the behavior you wish to change? (List at least two “obstacles.”) What do you think will present the biggest obstacle for you? How might this obstacle be overcome?
3. Begin visualizing yourself performing the new behavior. Picture in your mind successfully completing all of the steps necessary to do it and imagine how you would feel as a result. Write a description of what you visualized including all of the steps needed.
4. Start to recognize any small successes you have or have had in practicing this behavior. *When* are you successful? *What* contributes to your success?
5. Tell someone about your goal who will be supportive. Write down their name and how they can help you reach your goal.
6. Create a motivational message that will remind you of the benefits of adopting this new behavior. Write it on something and place it where you can read it daily.

### Stage 3: Make a SMART Action Plan

If your readiness to change the behavior you chose is stage 3, follow these steps to move you to the next level, and then proceed until you reach stage 5:

1. Make a list of how you expect to benefit from adopting this behavior. Which one of these reasons is most important to you and why?
2. What changes will you need to make to achieve the target behavior? In other words, what will you need to do differently to succeed?
3. Write one or two “SMART” goals to help you practice the target behavior. A SMART goal is:
  - Specific** Write down exactly what you want to achieve, don’t be vague.
  - Measurable** Write down amounts, times, days, or any other measurable factors.
  - Achievable** Your goal should be realistic, something that is challenging but not impossible. Avoid the words “always” or “never.”
  - Relevant** Your goal should be important to YOU, not just done as an assignment.
  - Trackable** You should be able to record your progress in meeting your goal.
4. Commit to action. Set a start date to begin trying out your goal(s). Try meeting your goal(s) for 3 days and keep track of your progress.
5. Tell someone about your goal who will be supportive. Write down their name and how they can help you reach your goal.
6. Evaluate your progress and continue or modify your plan as you move to the next step.

### Stage 4: Take Action

If your readiness to change the behavior you chose is stage 4, follow these steps to move you to stage 5:

1. In what ways have you benefited from adopting this behavior? What motivates you the most to continue practicing this behavior and why?
2. What are some of the obstacles you have encountered that make it difficult to consistently practice this behavior? List them and identify one or more potential solutions to keep each obstacle from getting in your way of achieving your goal.
3. Write one or two “SMART” goals to help you continue to practice the target behavior. (See above for how to write a SMART goal.)
4. Keep track of your progress on meeting your goal(s) for 3 days. Select a nonfood reward for overcoming your obstacles and meeting your goal.

(Adapted from “wellStage” resources developed by Health Enhancement Systems, Inc. [www.hesonlin.com](http://www.hesonlin.com), used with permission.)

# "Filler-Up" with Premium Fuel

## Don't Run on Empty, Enjoy Regular Pit Stops

### The Key of Action

Now is the time to take action. You know what eating behaviors and food choices will help you reach wellness and which ones are preventing you from reaching that destination. You have determined how ready you are to take action and have selected areas you want to make changes in. You are ready to set goals and create a realistic action plan. Knowledge is power, power to take you where you want to go. But, knowledge without action is only potentially powerful. Take action! "Filler-up" with premium fuel. It's time for the "tire to hit the street" and be on your way to a lifetime of wellness!



### Take the Wheel

Complete your personal nutrition plan and put it into action for 3 days, recording your progress. Continue working on your personal nutrition plan by progressing to the next stage when you have successfully completed the stage you started in. When you are confident in your ability to continue with the first behavior change you made, try another. By taking it one step at a time, you will change negative habits into healthy behaviors!

### Honk Your Horn

Share what you learned investigating your nutrition topic with others outside your class in one of the following ways: 1) Write an article for your school or local paper. 2) Make a public service announcement for your school radio station or announcements. 3) Make a poster, bulletin board or display for your classroom, hallway, or lunchroom. 4) Volunteer to teach a lesson about this topic to a younger grade class.

### Carpooling

Find one other classmate to share your goal(s) with and plan to eat lunch together to share your progress. Find ways you can support their successes and help them overcome their obstacles.

### Refueling Pit Stop

Find and make a new recipe that will help you meet your goal. Recipe web sites include:

<http://www.allrecipes.com/>  
<http://www.berkeley.edu/recipes/>  
<http://www.cookinglight.com>  
<http://www.copykat.com/copykat/index2.html>  
<http://www.culinary.com>  
<http://www.culinarycafe.com>  
<http://www.epicurious.com>  
<http://www.foodtv.com>  
<http://www.foodandhealth.com>  
<http://www.favoritebrandrecipes.com>  
<http://www.ichef.com>  
<http://www.mealsforyou.com>  
<http://www.topsecretrecipes.com>  
<http://www.eatethnic.com/>

### Nutrition in the News

What is the latest scoop on your nutrition goal(s)? See if you can locate a current news story about it:

<http://www.msnbc.com/news/>  
<http://customwire.ap.org/>  
<http://www.healthscout.com>  
<http://www.cnn.com/>  
<http://www.usatoday.com/news/health/>  
<http://www.nytimes.com/>  
<http://www.foodnavigator.com/>  
<http://www.chicagotribune.com/>  
<http://www.reuters.com/>  
<http://www.nutritionnewsfocus.com/>  
<http://health.yahoo.com/health/news/acs/>